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## Common Errors Both Spoken and Written in the Globe Hill Community

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COMMON ERRORS BOTH SPOKEN AND WRITTEN  
IN THE GLOBE HILL COMMUNITY

By

VEORIA McNEIL-LEIGH



Prairie View State Normal and Industrial College  
Prairie View, Texas

August, 1939



COMMON ERRORS BOTH SPOKEN AND WRITTEN

IN THE GLOBE HILL COMMUNITY

By

Veoria McNeil-Leigh

An Undergraduate Thesis

Submitted to the Faculty of the

The Division of Arts and Sciences indebtedness to  
Mr. G. W. Norton, Instructor of and Advisor and Dr. Earl L.  
Sasser, Head of English Department of Prairie View State  
Prairie View State Normal And Industrial College  
Normal College, for their guidance in the preparation of  
Prairie View, Texas  
this thesis.

In Partial Fulfillment of the

Requirement for the

Degree of Bachelor of Arts

and

Accepted on Recommendation

of

Head of Department

August, 1939

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The writer gratefully acknowledges indebtedness to Mr. G. W. Morton, Instructor and Advisor and Dr. Earl L. Sasser, Head of English Department of Prairie View State Normal College, for their guidance in the preparation of this thesis.



#### DEDICATION

This Thesis is affectionately dedicated to my sister, Mrs. Beulah Collins for her encouragement and abiding interest which made this work possible.

TABLE OF CONTENTS

Part I

<u>Title</u>	<u>Page</u>
Introduction.....	1
Method of Procedure.....	7
Explanation of Results.....	7
Examples of Typical Errors.....	9
Correcting Errors in English .....	16
Remedial Devices.....	25
Summary.....	33

Part II

Novel Supplement.....	37
Bibliography.....	50



## PART I

### INTRODUCTION

This report has been prepared, first, to determine the errors both written and oral in the English of the Globe Hill school and community of Giddings, Lee County, Texas; Second, after finding definitely what these errors were, to correct these errors; Third, to work out a method by which the people of this community will develop an appreciation for correct English and a distaste for incorrect English; Fourth, to foster the habit, of not only speaking and writing correctly, but of seeking through standard, dictionaries and other resources to know what is correct; Fifth, to foster the English aim: English is one of the fundamental processes or tools of learning, which helps one to express himself.

The abilities which secondary school pupils should acquire in oral and written expressions are well stated by the joint committee on English, representing the commission on the reorganization of secondary education and the National Council of Teachers of English. These abilities are as follows:

The expression in speech includes the ability to answer clearly briefly, and exactly a question on which one has the necessary information. (b) The ability to collect and organize material for discourse on subjects of interest. (c) The ability to present with dignity and



effectiveness to a class, club or any group, such material which has been already organized. (d) The ability to join in an informal discussion, contributing one's share of information or opinion, without wandering from the point or showing discourtesy to others. (e) The ability for those who have, or hope to develop, qualities of leadership after suitable preparation and practice, to address an audience or conduct a public meeting, with proper dignity and formality, but without stiffness or embarrassment; (f) the ability to read aloud in such a way as to convey to the hearers the writers' thoughts and spirit, and to interest them in the matter presented.

Expression in writing includes (a) The ability to write a courteous letter according to forms in general use and of the degree of formality or informality appropriate to the occasion. (b) Ability to compose on the first draft a clear and readable paragraph on a familiar subject matter with due observance of unity and order and some specific detail. (c) The ability, with proper time for study and preparation, to play and work out a clear, well ordered and interesting report of some length upon one's special interest, literary, scientific or whatnot. (d) For those who have literary tastes or ambitions, ability to write a short story, or other imaginative composition.

In expression three things are fundamental: first, there must be something to express; second, a real opportunity for expression must be provided; third expression must be



guided.

## INTRODUCTION

### The Mechanics of English

Guidance in expression consists of emphasis skillfully placed upon the mechanics of oral and written expressions as the occasion arises. This means that penmanship, spelling and grammar, for the most part will be taught incidentally another reason for incidental teaching of the mechanics of English springs from the pressure for time. Important as English is it cannot be permitted to monopolize the program of studies.

So with a knowledge of the above requirements of good English I have made an effort to offer some remedial devices and recommendations for the teaching of English. In this manner the English for Globe Hill school and community will be elevated to a higher standard, than what it is at the present time.

For I know that without the tools of English no one regardless of his calling can do his best.

Written words are signs made with the pen to represent and recall to the mind the spoken words or voice-signs.

It becomes necessary that we should give the proper signs and write the proper signs to represent the material objects we were conveying to our listeners or readers else they should

## INTRODUCTION

Language is the expression of thought by means of written or spoken words. The English word "language" comes through the French "langue" from the Latin "lingua" meaning the tongue. But the tongue is not the only organ used in speaking. The lips, the teeth, the roof of the mouth, the uvula, the nose, and the vocal chords all help to produce the sounds of which language consists. These various organs make up one delicate and complicated piece of mechanism upon which the breath of the speaker acts like that of a musician upon a clarinet or other wind instrument. Spoken language then, is composed of a great variety of sounds made with the vocal organs. To express our thoughts fully, freely and accurately, we must use words, that is, signs made with voice. Such voice signs have had meanings associated with them by custom or tradition, so that their sense is at once understood by all. Their advantage is two fold: they are far more numerous and varied than any other sign.

Written words are signs made with the pen to represent and recall to the mind the spoken words or voice-signs.

It becomes necessary that we should give the proper signs and write the proper signs to represent the material objects we were conveying to our listeners or readers else they should get the wrong ideas. Therefore when speaking or writing, the students should be taught to avoid the use of ambiguous words and phrases.



of English, the language of America.

To express our thoughts we must be able to combine words into groups and these groups have settled meanings, established by custom or habits of the particular language that we are speaking or writing. Further these groups were not thrown together haphazardly. We must construct them in accordance with certain fixed rules. Otherwise we will fail to express ourselves clearly and acceptably, and we may even succeed in saying the opposite of what we mean.

In constructing these groups, which we call "phrases," "clauses" and "sentences," we have the aid of a large number of short words like, "and, if, by, to, in, is, was" and others, which are very different from the definite and picturesque words. They do not call up distinct images in the mind, and we should find it hard to define any of them.

In grouping words, our language has three different ways of indicating their relations: first, the forms of the words themselves; second, their order; third, the use of little words.

Looking over this background of language, it flames up within our mind as the most useful tool that man is possessed with. It behooves us then as teachers and parents to teach the young student and small child how to use the tools of language correctly and how to use them to get the desired results that they go after.

So I appeal to all instructors of our language never to think that we can waste time on the study

of English, the language of America.

### Collecting Materials of Oral Expressions

The materials were collected unknowingly to the students and adults. The incorrect phrases, sentences, and mispronounced words were tabulated by me, on a memorandum which I carried around with me. I tabulated all errors I heard on the playground, in class room, at church, in Sunday School, in social gatherings and in personal conversations.

### Collecting Materials of Written Expressions

In conducting sixth grade spelling, I made a notation of frequently misspelled words. In training the seniors in spelling for the Texas Interscholastic League Meet, I tabulated words which were frequently misspelled and those that appeared to be hard to master. The words that were slovenly written, which made misspelled words through carelessness were also tabulated.

In checking lesson reports in English, Geography, and other subjects which demanded written work, misspelled words, sentence clarity, lack of unity and other forms of common errors were tabulated. In checking the adults' written composition I found the source very scarce. I obtained letters from my school patrons, that were written to the principal,



## THE PROCEDURE

### Collecting Materials of Oral Expressions

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In checking lesson reports in English, Geography, and other subjects which demanded written work, misspelled words, sentence charity, lack of unity and other forms of common errors were tabulated. In checking the adults' written composition I found the source very scarce. I obtained letters from my school patrons, that were written to the principal, other instructors and myself, concerning the welfare of their children or information which they were seeking. I was able

to tabulate many errors among them.

The above collection of errors of the adults was done without their knowledge of my doing so, in order to prevent humiliations because humiliation highly encourages shyness of the adults, thus rendering it more difficult to be able to tabulate errors made by them.

The collection of errors for the Globe Hill community was carried over a period of eight months beginning with October, 1938 and closing with May, 1939. It left me with a large collection of common errors falling under the following classifications after being grouped separately:

Grammatical Usage

1. Agreement of subject and verb.
2. Agreement of noun and pronoun.
3. Principal parts of troublesome verbs.
4. Misspelled words
5. Diction
6. Sentence structure
7. Double subjects mis-used
8. Double negatives
9. Lack of interest in written work
10. Idioms
11. Lack of unity and coherence in written composition.
12. Lack of emphasis in written work.
13. Slang expressions.



14. Case of nouns and pronouns.

15. Choice of words.

#### Principal Parts of Troublesome Verbs

Following are some of the typical errors I found in every classification of the errors.

1. I have saw that man somewhere.

3. I have Agreement of Subject and Verb

1. The key are on the table.

2. I know you is.

3. He do's that all of the time.

4. No, he don't have a brother.

5. He and I is brothers.

6. Does you want to join the church?

7. There were a little pain and stiffness in my joints from

playing ball.

8. Each of the boys have a chance to win.

9. There comes three men.

10. Every student in the school are eligible to vote.

11. Honor and shame from no condition arises.

12. At midnight they was still dancing.

#### Agreement of Noun and Pronoun

1. The pupils tried to help his teacher in doing good work.

2. One should always dot their i's and cross their t's.

3. Either John or James may give their answer.

4. If any one wishes to ask a question, they may do so.

5. Everyone should think for themselves.

6. Each teacher should do their part of the work.

7. Has everyone their diploma?

# Principal Parts of Troublesome Verbs

1. I seen her wearing a new dress.
2. I have saw that man somewhere.
3. I have ate my dinner.
4. John, a lady come by looking for you.
5. I just done three arithmetic problems.
6. We were riding in a car when off comes a wheel.
7. I haven't saw John to-day.
8. Both boys done their work well.
9. The children sung "Nearer My God to Thee."
10. The birds have flew South.
11. I written you but received no answer.
12. Be careful; no one has ever rode that horse before.

## Spelling

- |  |            |           |
|--|------------|-----------|
| 1. The quartets will connect up.         | mispelled  | senence   |
| 2. It is perfectly all right with me.    | dieased    | forhead   |
| 3. They will return back tomorrow.       | concieve   | nosily    |
| 4. Where at is the boys?                 | decieve    | thier     |
| 5. What is the wotal effect of all this. | Wensday    | govoner   |
| 6. Now you may continus on.              | writting   | argerment |
| 7. The birds were many in number.        | wimen      | straiht   |
| 8. Mrs. Walker did justice to the meal.  | convinient | instede   |
| 9. Mrs. Floyd passed away.               | decription | bycycle   |
|  | devide     | sertain   |



10. He was eveing to disappoint charectar
11. I am neccessary you are the afful
12. He was twelfth tired but happy. whold
13. He was occassion but he didn't admitted up.
14. These usually marvelous pictures studing
15. Don't written when others are babys
16. We saw principel the way up in the monkies
17. No one principal for it on her. skys
18. No other principle could down Rover in the fight. fishes
19. The speed is plenty fast enough for any one to travel. deers
20. Some people run down anything that is new. sheeps
- vilage
- runing Double Negatives vallies

1. No, I seperate your paper. permitted
2. He said suprise pencil. no for know
3. I said privilege more. nite

### Diction

1. The quartett will connect up.
2. It is perfectly all right with me.
3. They will return back tomorrow.
4. Where at is the boys?
5. What is the total effect of all this.
6. Now you may continue on.
7. The birds were many in number.
8. Mrs. Walker did justice to the meal.
9. Mrs. Floyd passed away.

10. We were doomed to dissapointment.
11. I am well, hoping you are the same.
12. We came home tired but happy.
13. We waited an hour but he didn't show up.
14. These are marvelous pictures of you.
15. Don't put in when others are talking.
16. We saw the plane way up in the air.
17. No one seems to blame it on her.
18. No other dog could down Rover in the fight.
19. The speed is plenty fast enough for any one to travel.
20. Some people run down anything that is new.

#### Double Negatives

1. No, I ain't got your paper.
2. He ain't got no pencil.
3. I ain't got no more.
4. No, never again will I do this.
5. I haven't none as yet.
6. No one can't be perfect.
7. The boys hadn't none when we left.
8. She hasn't never made a dress.
9. No one never sits while we sing the "Negro National Anthem."
10. Will you forsake me? No, never.

#### Sentence Structure

1. This is the story. Which I was intending to tell you.
2. He is one of those who cannot help but be in earnest.
3. The buildings were of wood, stone and had a roof covered



with shingles.

4. The room was provided with heat, light, and had a private bath.
5. The man was sitting to the chair.
6. What I said to you. You had no business to tell.
7. The birds rose from the ground; fluttered for a moment and then they lamely winged their way toward the woods which lay close by.
8. He liked his pickles to be big in size, and quite round, or at least circular in form.
9. To return back to what we were previously talking about at noon.

#### Double Subjects Mis-used

1. Man is mighty, but the Lord, he is Almighty.
2. The French, they settled in Louisiana.
3. The letter, it was written to me.
4. Philip Nolan, he didn't escape his captivity.
5. John, he didn't spell the word correctly.
6. Sam Houston, he retreated before Santa Anna in the battle of San Jacinto.
7. The girls, they are more easily managed than the boys.

#### Idioms

1. Where is your hat at?
2. Stone dead.
3. Quite a few.



4. Pretty good.

Lack of Unity and Coherence

in Written Composition

When I was visiting my cousin Mable she showed me how to fry tomatoes. She selected four large ripe tomatoes and cut them into thin slices. These slices she rolled into flour and laid in a large frying pan where good size lumps of butter had been melted. The tomatoes were set over the fire and left there until well browned. She then sprinkled salt, pepper and sugar over them and added a small pitcher of milk. The liquid was then boiled and stirred until it became a thick gravy. I thought they were much better than fried apples. These you cut into thin slices, place in melted butter, add sugar and stir over a hot fire until thoroughly browned.

Lack of Emphasis in

Written Composition

Last night was the wildest night I ever saw. While I was going down the hill with my brother the wind blew his derby off below the courthouse and sent it flying up toward the grocery store, away down the street, much to the amusement of myself and two young ladies who were coming up the hill. After this, I said to myself that I would keep mine on my head. On the Square hats were wheeling about, pursued by their owners. We were making our way to the Station back of the Post Office, when directly in front of the fire station, a big puff took my derby from my head and sent it flying far away. We had lost



our train so I had to come up the hill again, much to my sorrow to get my cap.

### Slang Expressions

Doc for Doctor	Nothing doing today
Okay	Just listen! while I tell you
And I don't mean maybe	Just hear me rattle
Hot dog!	So much chin music
Ah! forgot it	I've heard the wind before
All of these fans	He's a bad egg
Gents for gentlemen	Take it easy
Prof. for Professor	Exams
Pass it up	Tell the news
Skidoo	Making whopee!
Show your nerve	Hot rock
You are a chinch	Hot shot - Big shot

### Case of Nouns and Pronouns

1. My brother and me are twins.
2. He is taller than me.
3. It was her who found my ring.
4. My sister and me got lost while looking for the turkeys.
5. Me and E. J. will play on the same side.
6. This candy is for Daisy and I.
7. Who do you see?
8. Them boys play on our team.

### Assignment of Lessons

9. Just us girls are giving the party
10. I think it is him.
11. It was me who found it.

### Choice of Words

1. Who learned you to play the piano?
2. I got it.
3. I got a letter from Blanche today.
4. I will see you tomorrow.
5. He sure did good in his class.
6. Since I have heard the announcement, I feel well.
7. I feel good today.
9. These new shoes sure do wear good.
10. We reached school some late today.
11. She is a woman who has no love nor interest in her children.

### Correcting Errors in English

The greatest care was exercised over oral recitations in the school room. The pupils were encouraged to talk freely, about subjects of interest to them. During this time of oral recitations, I made note of all incorrect uses of words, phrases, diction and emphasis of speech errors.

At another arranged period, my pupils and I would discuss all errors I had checked. The pupils were required to rephrase and repeat correctly such parts of their oral composition as were incorrect and inelegant.



### Assignment of Lessons

One of my chief purposes of the assignment was to point out definitely what the pupils were to do, to make them feel that it was worth doing, and to remove such obstructions as would take their thoughts from the main purpose of the lesson. Since clear and connected thought is essential to good oral composition, I first tried to place the pupil in position to secure this in his preparation, because each minute spent in careful assignment of work may save misunderstanding that it would take many minutes to detect and clear up. I told the pupils what they were expected to prepare and held them responsible for the work.

Practice constituted the greater part of the work of the English classes in preparing their lessons, and since all natural expressions came in response to thought and feeling; the lessons were assigned on topics or things that stimulated thought and feeling in the pupil.

### The Recitation

The pupils were urged to give their fullest and freest expression to their thoughts without their attention being turned aside by other members of the class interrupting the one reciting. After one had said all that he could upon a topic, the class was given the opportunity to supply omissions and correct errors. Criticisms by the class were carefully guided by me, because the class had a tendency to drift into criticism that



would have been harmful and highly injurious, not only to the work but to the character of the pupils as well. I had them to understand that the subject under discussion, not the pupil should be criticized. I taught my pupils to say, "I think so and so would be better" not, "he said so and so." Criticism is always impersonal, whether made by the pupils or teacher. I found that the pupil who had made the error would enter into the discussion also.

As long as the boys and girls were thoughtful and put their best efforts in their work, I would always tolerate their form of expression. All honest efforts were encouraged and met with my approval whether or not the results were satisfactory; but the pupils were led to see that the approval was placed upon the effort, not on the results. I found a little encouragement stimulated him to try again and again until the desired results were finally obtained. As long as an honest pupil tries he is most likely to succeed.

### Remedial Devices

On the following pages will be found several of the remedial devices that I used to improve the common errors which I found so prevalent in the Globe Hill community.

I used the devices in the schoolroom and some were passed on to the adults of the community through meetings of the P.T.A. I noticed considerable improvement in the English of the school



after giving some of the tests\* again for the third time. The adults showed great interest in improving their usage of English, when they found out there would be no humiliation offered. I had them bring their notebooks and take a few common errors that were usually made by everyone. The wrong was stated and the right was stated just opposite the wrong, and I feel that if this would be kept up during each school term Globe Hill would improve in their common errors of speech and composition.

### Grammatical Usage

#### A. Agreement of Subject and Verb

A verb must agree with its subject in person and number.

1. A compound subject joined by "and" though composed of two singular nouns, requires a plural verb.
2. A subject composed of two singular nouns joined by "or," or by correlatives as "neither," "either," "nor," and "or," requires a singular verb.
3. Words coming between the subject and its verb, even though such intervening words are not of the same number as the subject, do not in any way change or affect the number of the verb.

In the following sentences will be shown some of the common

errors in the agreement of subject and verb and the device used for improvement of this error.

### Remedy for

### Agreement of Subject and Verb

In the following sentences strike out the incorrect form.

Example: My father and my mother (~~lives~~, live) in New York.

1. The key (are, is) on the table.
2. I know you (are, is).
3. He (do, does) that all the time.
4. There (was, were) a little pain or stiffness in my joints.
5. Each of the boys (have, has) a chance to win.
6. There (come or comes) three men.
7. If I (were, was) a bird I would be happy.
8. Every student in the school (is, are) eligible to vote.
9. At midnight they (was, were) still dancing.
10. Has everyone (his, their) diploma?

### Agreement of Nouns and Pronouns

1. A pronoun must agree with its antecedent in person, number and gender, but not in case. The case depends upon its use in the sentence.
2. Pronouns like "each" and "every" are singular.
3. "Who" refers to persons, "which" to animals and things, and "that" to persons, animals and things.



### Agreement of Noun and Pronoun

In the following sentences strike out the incorrect form:

1. The pupils tried to help (his, their) teacher.
2. One should always dot (their, his) i's and cross (his, their) t's.
3. Either John or James may give (his, their) answer.
4. If anyone wishes to ask a question (he, they) may do so.
5. Everyone should think for (himself, themselves).
6. Each teacher should do (their, his) part of the work.
7. Has everyone (his, their) diploma?

### Principal Parts of Verbs

The principal parts of troublesome verbs should be stressed. I had the pupils under my supervision to learn the following parts of the verbs and use them correctly in sentences:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
bear	bore	born
begin	began	begun
break	broke	broken
lay	laid	laid
swim	swam	swam
take	took	taken
hang	hanged	hanged
hang	hung	hung
sing	sang	sung



Present

Past

Past Participle

write

wrote

written

see

saw

seen

Principal Parts of Troublesome Verbs

(Strike out incorrect form)

1. I (seen, saw) her wearing a new dress.
2. I have (saw, seen) that man before.
3. I have (ate, eaten) my dinner.
4. John, a lady (come, came) by looking for you.
5. I just (done, did) three arithmetic problems.
6. We were riding in a car when off (comes, came) a wheel.
7. I haven't (saw, seen) John to-day.
8. Both boys (done, did) their work well.
9. The children (sung, sang) "Nearer My God to Thee."
10. The birds have (flew, flown) South.
11. I (written, wrote) you but received no answer.
12. Be careful. No one has ever (rode, ridden) that horse before.

\*Spelling

Because of the many common spelling errors occurring repeatedly in the Globe Hill school at Giddings, Lee County, Texas, I felt that a study of the spelling situation should be made.



The aim of this study was to expose common errors in spelling and to suggest possible remedies. The selection of words for study as regards spelling I feel should be based upon the words most commonly misspelled and those words which a student uses often in his ordinary speech.

The errors that were most common in the class were written on the left hand side of the blackboard in the wrong form, and on the right hand side of the blackboard in the correct form. I had the children to write both forms in their notebooks for future use and references. The list was written in this form:

Spelling Chart Device

<u>Wrong</u>	<u>Correct</u>
misspelled	mis spelled
concieve	conceive
decieve	deceive
Wensday	Wednesday
writting	writing
wimen	women
decription	description
neccessary	necessary
occassion	occasion
principal	principle
reccommend	recommend
seperate	separate
suprise	surprise
thier	their

<u>Wrong</u>	<u>Correct</u>
--------------	----------------

bicycle	bicycle
admitted	admitted
deers	deer
fishes	fish
nite	night
vallies	valleys
monkies	monkeys
too	for two

Remedies for Spelling\*

I directed a plan as follows:

1. Write the word on the board.
2. Pronounce the word.
3. Explain the meaning of the word.
4. Use in a sentence.
5. Spell orally and note the syllables.
6. Pay attention to difficult parts.
7. Now visualize the whole word.

After drilling on the misspelled words I had the students to keep an individual list of words they missed. Every week the pupils were called upon for a written test of the words missed and again the misspelled words were checked.

I found that the use of sentences as an element in method when combined with the use of lists of misspelled words gave

Devine, Verna C, Spelling Ability, English Journal, Vol. 4, 1927, pp. 117-121.



better results than the use of list alone.

### Remedial Discussion for Spelling

Words that frequently occurred misspelled in Globe Hill school are words that are commonly used and that students should speak and spell correctly.

Many of these errors seem to be a result of carelessness on the part of the student; for example pass, for past and thier for their.

Other errors result from mispronunciation as, except for accept and atheletic for athletic.

Misusing homonyms frequently occurred in their written work, for example, know for no and principal for principle.

There were examples from not knowing the parts of speech; doing for during, an for and, too for two or to and off for of.

I found another reason for misspelled words to be a habit of writing nite for night or site for sight.

### Remedial Devices for

#### Common Errors in Spelling

Repetition of errors like these showed unfamiliarity with words; acheivement for achievement and beleive for believe.

These are a few of the commonly misspelled words showing that the most difficult words were the least misspelled.

From the check up on spelling errors I concluded the following suggestions should be followed within the Globe Hill



School:

1. Carelessness should be discouraged.
2. Drills in parts of speech should be given.
3. Correct pronunciation and syllabication should be given by the teacher.
4. Training in phonetics should be given.

Pronunciation

Pronounce (u) in the same way as (you), wh in such a way that when you hold your finger in front of your mouth you will feel your breath on it. Next I took th. Place the tip of your tongue against your front teeth. Do not slight the final t or d in any word or the final g in words ending with ing. Be careful not to slight the letter (r) in words like, "library."

These rules were learned by the pupils and then put into practice by pronouncing the following words:

<u>(u)</u>	<u>(wh)</u>	<u>(th)</u>	<u>(t)</u>
Tuesday	why	this	kept
nature	what	that	slept
picture	which	those	just
literature	where	there	subject

<u>(d)</u>	<u>(ing)</u>	<u>(r)</u>
sandpile	nothing	library
old man	going	February
brand new	laughing	geography



(d)(ing)(r)

and then

doing

January

Slang

\*The term "slang" is defined as denoting colloquial expressions which are regarded as outside the standard form of a language. These expressions generally originate among the uneducated or the immature either in the creation of new words or the employment of familiar words in an unusual sense. Sometimes the lack of ability to express oneself clearly and effectively in the standard language leads to the use of slang; at other times its employment arises from the attempt to be facetious or humorous.

This element in speech sometimes possesses vividness and clearness, and some words thus originating are from time to time accepted in the standard language. The extent to which an educated person may employ words of this class is largely a matter of taste.

SOME SUGGESTIONS FOR DICTION

I found within the school that the student's diction was very poor. To remedy this I set aside a "Grammar Drill Day"

\* Scott, Harry, Language and Its Growth, Chapter 10, page 165.





So the first thing to be done in the most cases is to list the double negatives. I followed this method. I listed the double negatives as commonly used by the students and patrons. I made a cartoon to display them.

"WE ARE NOT PALS - KEEP US APART"



no

no

no

no

no one

haven't

hasn't

hadn't

no



am not

never

can not

will not

should not

got no

never

none

none

Suggestions for Sentence Structure

Upon grading the written compositions I found the failure of the composition to be sentence structure, loosely connected in thought and the grammatical construction was unconsidered when writing. I gave special attention to sentence structure.

I found the device of Lucia B. Mirrielees useful. In the



B.M.E. method ~~where~~ each letter had a significance of its own as:

B. Is the Beginning clear?

M. Is the Middle clear and concise?

E. Is the End sensible?

"Now apply this to your sentences," I instructed the students.

Example: The buildings were of wood, stone and had a roof covered with shingles.

B. It is clear (buildings).


M. It is confusing (were stone, wood and had a roof).

E. It doesn't make sense (The ending is of one building).

### Device for the Double Subject

The best instrument for remedying this error was found to be a wall chart cartoon, which appealed to the children. Below is a typical example of what I placed on the wall or, at times, on the blackboard with colored crayons.

PLEASE LET ME OUT!

		
The French	they	settled in Louisiana.
The Lord	He	is Almighty.
The letter	it	was written to me.
Phillip Nolan	he	was hunting wild ponies.
John	he	retreated before Santa Anna.
Sam Houston	he	didn't spell the word.
The girls	they	are easily managed.
Daddy	he	is awful cruel.
Mother	she	is very kind.



## Device For Lack of Unity and Coherence

### in Written Work

I found a few pupils from the sixth grade through <sup>the</sup> high school department who wrote well. I found some who wrote better than myself. But the themes which were written by the same pupils ~~themes~~ were always faulty. I found the major trouble to be <sup>this</sup> the pupils did not follow rules for writing themes but thought only of what they were saying and not how. I used the game of basketball for an example to get them to see how necessary it is to follow rules in being successful in any undertaking. For they were aware of the importance of following the rules in the game of basket ball since they had lost several games because they ignored the rules.

So the first thing I did was to choose the rules I wanted the pupils to learn and obey. They were as follows:

- (1) Give the theme a beginning that is immediate and interesting;
- (2) Give the theme a middle that is clear, in which all given material is necessary; and (3) A brief end which concludes with a "clincher" sentence.\* From the selection of these three essentials in teaching organization of material I made the following chart:

- |    |   |
|----|---|
| B. | Is the Beginning immediate and interesting?     |
| M. | Is the Middle clear?                            |
| E. | Is the End brief? Has it a "clincher" sentence? |

---

\*Mirrielees, Lucia B., Teaching Composition and Literature, Chapter VI, pp. 180-181.



By the use of this device the pupils learned to revise their themes before making final copies and to be able to judge their classmates' themes with assurance of knowing what to look for. This device if used will serve to get unity and coherence in written composition.

### Device for Choice of Words

I gave the pupils objective tests each week, after I had ascertained the words they were using incorrectly, of choosing the correct word and graded them accordingly. Below is an example:

Choose the correct word by crossing out the incorrect as:

Who (~~learned~~, taught) you to play the piano?

1. I (got, have) it.
2. I (got, received) a letter from Blanche today.
3. I (will, shall) see you tomorrow
4. He sure did (good, well) in his class.
5. Since I heard the announcement, I feel (good, well).
6. I've been sick. I fell (good, well) today.
7. This man is a (fine, good) worker.
8. These new shoes sure do wear (good, well).
9. We reached school (some, somewhat) late today.
10. She is a woman who has no love nor interest (in, for) her children.



### SUMMARY

In this thesis "Common Errors Both Written and Spoken in the Globe Hill Community" much time has been given to working out, first, a scheme which would enable me to tabulate common errors. I found this work interesting as well as informational. I found tact was necessary in tabulating errors of the adults, who would avoid my doing so had they known what I was about. I found the common errors of the home to have a tendency to reappear on the school campus. The most prevalent ones were the use of the double negative and double subjects.

I followed the tabulation of errors with devices to be used in helping to rid Globe Hill of the many common errors which were so prevalent. The devices were openly used in the school for the students and finally woven into the Women's Club and the Parent Teachers' Association. The devices proved successful and are still giving aid in adult education as well as minor education. Some of the typical devices, as the B.M.E. Method of Miss Lucia B. Mirrieles, as explained in, "Teaching Composition and Literature," I found to be very helpful in securing coherence and unity in sentence and paragraph structure. It was successfully used in grammar grades through high school. The best spelling device was found to be words used in sentences which had been misspelled. I found that usually if the child could use the words correctly in sentences and was familiar with their meanings, there was no trouble with his spelling.

I recommend that English teachers of grammar grades and high schools should be informed as to the latest methods and devices of teaching English. This can be done only by thorough reading of books and journals of standard usage as, "Correct English," "The Quarterly Journal of Speech," and "The English Journal." I particularly recommend Lucia B. Mirrielees' "Teaching Composition and Literature" which was published in 1937.



QUESTIONNAIRE

On

VANITY FAIR

By

William Makepeace Thackeray

PART II

NOVEL SUPPLEMENT

of the

Victorian Period

1848

## VANITY FAIR

1. Describe the school life of the "Charter House."

### QUESTIONNAIRE

2. From the operation of this school what have you got about the schools of England in the nineteenth century?

On

## VANITY FAIR

3. What was the social custom of marriages during this time?

By

William Makepeace Thackeray

4. What was Rebecca Sharp's ancestral heritage?

5. What was Amelia Sedley's ancestral heritage?

### An English Novel

of the

6. From the reading of chapter four what manners and customs of the nineteenth century did you learn?

Victorian Period

7. What made the "green silk purse" of Rebecca important?

1848

V

8. Give a character analysis of the Crawley family.

9. In what way was Rebecca connected with the Crawley family?



## VANITY FAIR

10. What was Becky's major reason for envying Amelia's having

I

1. Describe the school life of the "Chiswick Mall."
2. From the operation of this school what ideas did you get about the schools of England in the nineteenth century?

II

3. What was the social custom of marriages during this time?

characteristic of English Estates? If so, why?

III

4. What was Rebecca Sharp's ancestral heritage?
5. What was Amelia Sedley's ancestral heritage?

to her friend Amelia?

14. What kind of manners did Becky find within the home of

IV

the Crawleys?

6. From the reading of chapter four what manners and customs of the nineteenth century did you learn?

7. What made the "green silk purse" of Rebecca's important?

15. Give a character analysis of the Crawley family.

V

8. Give a character analysis of the Crawley family.
9. In what way was Rebecca connected with the Crawley family?

Crawley family?

17. Who is the visitor that the Crawleys are expecting to arrive

at this time?

## VI

10. What was Becky's major reason for envying Amelia's having a mother?
11. What incident happened at Vauxhall while Becky was visiting in the home of the Sedleys?

## VII

12. Describe the Estate of the Crawleys. Did you think it characteristic of English Estates? If so, why?

## VIII

13. After going to live with the Crawleys what did Becky write to her friend Amelia?
14. What kind of manners did Becky find within the home of the Crawleys?

## IX

15. Give a character analysis of the Crawley family.

## X

16. How did Becky win the confidence of the members of the Crawley family?
17. Who is the visitor that the Crawleys are expecting to arrive



at this time?

27. How did Becky's marriage affect the Spinster, Miss Crawley?

28. What objections did Rebecca have to her husband's money?

## XI

18. What was the information for which Mrs. Eute Crawley wrote to Miss Pinkerton of the Mall?

29. What was the cause of Becky's elopement from the Crawley

estate?

## XII

19. Who is the spinster, Miss Crawley?

20. To whom was Amelia Sedley engaged?

30. Why did Rawdon Crawley and George Osborne have so much in

21. What was the character analysis of George Osborne?

common?

## XIII

22. Who was Amelia's other Admirer?

31. Why did William Dobbins buy a piano in name of George

23. What were some of the noticeable character traits of William Dobbins?

32. What was the cause of Amelia's being so happy over the piano

she received as a gift?

## XIV

24. What pet did the Spinster bring with her on visiting her brother Sir Pitt?

33. Who became nurse to the Spinster, Miss Crawley upon the

25. Why did the Spinster object to the attendance of her former maid, Mrs. Briggs?

## XV

34. What broke the engagement between Amelia and George?

26. What question did Sir Pitt ask Rebecca Sharp, that forced her to own she was married?

27. How did Becky's marriage affect the Spinster, Miss Crawley?

28. What objections did Rebecca have to her husband's name?

# XVI

29. What was the cause of Becky's elopement from the Crawley estate?

# XVII

30. Why did Rawdon Crawley and George Osborne have so much in common?

# XVIII

31. Why did William Dobbins buy a piano in <sup>the</sup> name of George Osborne?

32. What was the cause of Amelia's being so happy over the piano she received as a gift?

# XIX

33. Who became nurse to the Spinster, Miss Crawley upon the absence of Rebecca?

# XX

34. What broke the engagement between Amelia and George?

35. Who was the cause of George and Amelia's reconciliation?



## XXI

36. What did Senior Osborne do upon hearing of his son George's being married to Amelia?
37. In what war did George and Rawdon enlist?
38. To what country did the war carry the two bridegrooms?

## XXII

39. What were some of the evil habits in which George and Rawdon were participating at this time?
40. What were Amelia's and Rawdon's reactions toward the flirtation of Becky and George Osborne?

## XXIII

41. Who was making arrangements for the safety of Amelia during her husband's absence?

## XXIV

42. What does Senior Osborne record in his Holy Bible?
43. What social custom did you learn in this chapter on marriages?

## XXV

44. Upon leaving Brighton, what became of Rawdon and his wife?
45. Upon leaving Brighton, what became of George and Amelia?

XXVI

46. What did you think of George's love for Amelia? Was it fickle or sincere? State your reasons why.
47. Among the four young married people with whom did you sympathize?

XXVII

48. What was Joseph Sedley's idea of war?

XXVIII

49. Tell of the trip from Chatman to the Lower Countries.
50. What European countries were called the Lower Countries?

XXIX

51. What strategy did Rebecca use in recapturing Joseph's love?

XXX

52. What song did the band play while the soldiers marched away?
53. How did Rebecca and Amelia react to the absence of their husbands?

XXXI

54. What was the agency that caused Joseph to take care of his sister?
55. What event took place in Becky's life during the absence



of Rawdon?

56. What became of the Spinster, Miss Crawley?

# XXXII

57. What happened to George and Rawdon in the war?

58. What were the results of this war?

# XXXIII

59. In the Spinster's illness why did her relatives try to be so tender toward her?

# XXXIV

60. Upon the death of the Spinster to whom did she leave her wealth?

# XXXV

61. What became of Amelia?

62. What did she name her son?

# XXXVI

63. When Amelia came back to England in what circumstance did she find her parents?

64. How did Amelia regard her husband's name?

# XXXVII

65. In what way did Senior Osborne help to care for little George?

66. What has become of Amelia's brother Joseph Sedley?

XXXVIII

67. What were the distinct differences between the parental affections of Mrs. Amelia and Becky?

XXXIX

68. How are the servants treated in Sir Pitt Crawley's home?

69. What incident happened in London that brought Rawdon from Brussels?

XL

70. Who inherited the largest dowry of Miss Crawley's estate upon her death?

XLI

71. Show Becky's shrewdness in getting the recognition of the Crawleys.

72. How did Becky arrange to get a share of the Crawley's fortune?

XLII

73. Was Lady Jane fond of Becky Sharp? Why?

74. What kind of assistance did Senior Osborne finally offer Amelia for her?

75. Who was the cause of Senior Osborne's offering this help?



XLIII

76. How did you account for the gloomy mood in which Captain Dobbins found himself?

XLIV

77. Where are Rawdon and Becky living in this chapter?  
 78. How did Becky succeed in getting money from Sir Pitt Crawley?  
 and Becky Sharp?

XLV

79. Who was Lord Steyne?  
 80. Why was Lady Jane Crawley suspicious of Becky in the home?

XLVI

81. What economic situation caused Amelia to give up little George?

XLVII

82. What was it that made Lord Steyne so highly honored among the Londoners?

XLVIII

83. What honorable social affair did Becky attend, that put her into the highest social class of England?

XLIX

84. Why did Lady Steyne object to her husband's inviting Rawdon and his wife to tea?

85. How did Becky get money out of Lord Steyne?

86. What became of little Rawdon upon the separation of his

L

86. What fault of his did Mr. Sedley own to Amelia?

LVI

LI

86. How did little George Osborne fare with his father's people?

87. What was the cause of the breach between Sir Pitt Crawley and Becky Sharp?

88. What occurred to separate little Rawdon from his father?

88. What caused the friendship of Captain Dobbin and little George?

LII

89. What happened to Rawdon Crawley one night as he was returning from the Charade party?

90. How was Lord Steyne showing his weakness for Becky?

100. What was Amelia's reaction to Dobbin's proposal?

LIII

91. Who went to Rawdon's rescue?

92. Upon reaching his home what scene did Rawdon witness?

101. Why did Captain Dobbin leave Rawdon again?

LIV

93. What dramatic actions took place in this chapter?

102. Who took possession of little George upon the death of Senior Osborne?

LV

94. What was Rawdon Crawley's reaction toward Becky, after the fight with Lord Steyne?

LVI



LVI

95. What became of little Rawdon upon the separation of his parents?

LVII

96. How did little George Osborne fare with his father's people?
97. What happened to Amelia's Mother?

LVIII

98. What caused the friendship of Captain Dobbins and little George?
99. What brought Captain Dobbins again to England after so long an absence?

LIX

100. What was Amelia's reaction to Dobbins' proposal?

LX

101. Why did Captain Dobbins leave London again?

LXI

102. Who took possession of little George upon the death of Senior Osborne?

103. What became of Mr. Sedley?

LXII

104. What happened when Becky Sharp met Amelia, who was still grieving over George Osborne?

LXIII

105. What circumstances caused Amelia to change her mind about Dobbins?

LXIV

106. How did Becky find Joseph Sedley again?

LXV

107. What became of little Rawdon?  
108. To whom did Amelia finally trust her future?

LXVI

109. What rumors surrounded the death of Joseph Sedley?

LXVII

110. What was Amelia's worst fault?  
111. What deed did Becky do for Amelia that proved she still had some good qualities?  
112. Who was the one person Becky was unable to entangle in her web?



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GENERAL QUESTIONS ON

VANITY FAIR

1. To what country and special era did William Makepeace Thackeray belong?

2. What is the significance of the title "Vanity Fair"?

3. What is the setting of the novel?

4. What war was described in this novel? Is it typical of this period?

5. Account for the subtitle, "A Novel Without a Hero."

6. What was the author's purpose in writing this novel? Was he successful in the purpose of writing the novel?

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7. What is your criticism of "Vanity Fair"?

8. What is your criticism of "Vanity Fair"?

9. What is your criticism of "Vanity Fair"?

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